

Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



What are you most excited about for the last few weeks of school?

OPPORTUNITY OF A LIFETIME



NT

Planning for Strong Instruction & Looking Ahead

CSI Cohort Session 7

May 11, 2022

- YOU WILL NEED:**
1. Workbook
 2. Pre-work (strong instruction problem of practice)

Housekeeping

- ✓ Please make sure your school is indicated in your Zoom username
- ✓ We're recording!
- ✓ Keep the CSI Cohort Workbook open

CSI Cohort Workbook

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Consider your school improvement plan through the lens of learning acceleration:

	A	B	C	D	E
1	Consider your school improvement plan through the lens of learning acceleration:				
2	School	Name	To what extent do the goals you set for your school ACCELERATE LEARNING for your students? Do they target grade-level work and strong instruction?	Where have you seen SUCCESSES? What existing systems or structures enable learning acceleration at your school?	Where do you see GAPS? Where an opportunity to focus more intentionally laying the foundation for acceleration?
3	Adams ES	Meagan Bakhit	Our SIP goals in ELA focus on the literacy framework in which more grade level content is taught and less rotations are utilized. A strong focus of sticking with pacing guides has allowed us to see classrooms working through more content at a steady pace.	Teachers have adopted the literacy framework into their ELA block scheduling. We have seen classrooms getting to more content in whole group settings that align with grade level standards and have seen fewer reading groups with rotations. This increases the grade level content exposure to 60+ minutes of grade level content versus the minimal time spent in years past.	Questions circling around intervention strategies
4	Bayard ES	Matt McLaughlin	Our goals were pretty specific to aligning to standards so they work on strong instruction	We have done a lot of collaboration with the teachers and the standards so I feel we are more organized in our approach to interventions and we feel our instructional materials are aligned well	We struggle with finding a good method of assessing students more often and our approach instructionally to that
	Benson Magnet HS	Tom Wagner & Kristen McPherson	Our SIP/CSI goals are more of a result of	We have seen increases in both speaking and listening proficiency as measured by ELA 2021	There is an opportunity to focus on content and specific course standards

Question Catcher 1. Reflections to Date 2. Vision & Goals 3. Grade-Level Assignments



Today, we will...

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engage in a problem-solving protocol to brainstorm strategies to improve access to strong instruction



reflect on progress toward improvement goals, lessons learned this year, and their implications for next year

Community Agreements

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Stay Engaged

Speak Your Truth

Expect and Accept Non-Closure

Step Up & Step Back

Possess Growth Mindset

Agenda

NT

10	Opening
50	Problem-Solving Consultancy
5	BREAK
20	Reflecting on Lessons Learned
20	Looking Ahead to Next Year
15	Closing

Our journey this year...

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Foundations of
Learning Acceleration

November

December
Grade-Level
Assignments

Assignment
Audit

January

Consultancy:
Grade-Level Rigor

February

March
Strong Instruction in
ELA & Math

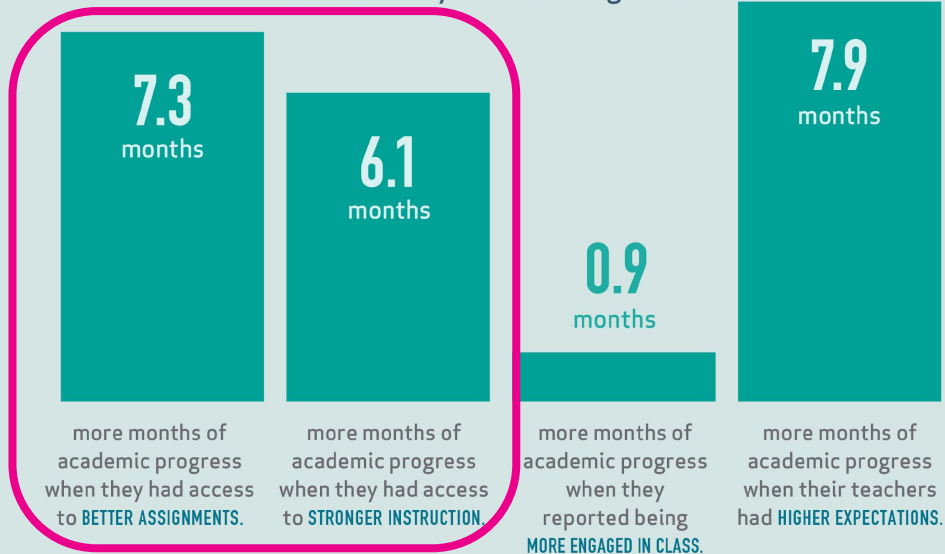
Observing for Strong
Instruction

April

When students get greater access to four key resources, their outcomes improve.

...That's especially true for students who started the year below grade-level.

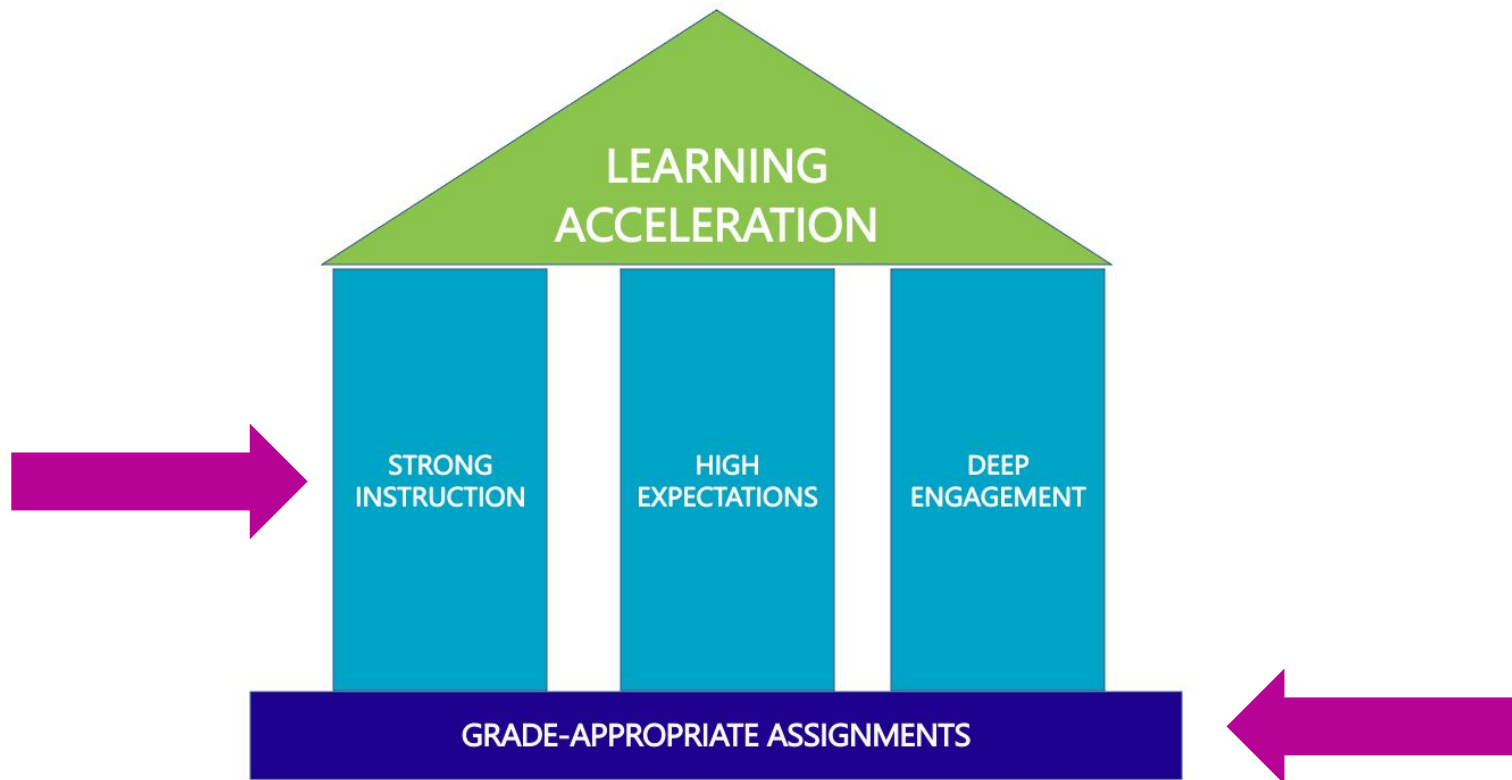
In our sample, students who started the year performing substantially below average made:



SOURCE: Value-added models

Foundations for learning acceleration

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State the problem of practice

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What is the gap in instruction you want to address?

Culture of Learning	Grade-Level Content	Instructional Practices	Student Ownership
Students have many opportunities to “opt out” and are not engaged in the lesson from start to finish.	Teachers over-scaffold assignments for students, lowering the overall rigor.	Teachers ask low-level questions that don’t give all students the opportunity to make their thinking visible.	Students are not held to a high bar for their responses, so teachers end up doing most of the complex thinking.

This might look like...

<i>Teachers only call on a handful of students who raise their hands</i>	<i>Teachers give all students a blanket scaffold before letting them struggle (ex. sentence stems, essay outlines, problem-solving steps, adapted texts)</i>	<i>Checks for understanding mostly stay at the recall level (what is, what happened, etc.)</i>	<i>Students give incomplete answers but teachers don’t push for evidence</i>
<i>Few to no whole-class engagement strategies are employed</i>		<i>Questions/tasks tend to have one “right” answer</i>	<i>Most or all of the lesson is whole-class and teacher-led</i>

Join a breakout room

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Select a breakout room based on the problem of practice most aligned with trends at your school:


The screenshot shows a video conference interface with a sidebar titled "Breakout Rooms - In Progress". The sidebar lists four breakout room categories, each with a "Join" button and a participant count of 0:

- ▼ Culture of Learning
- ▼ Grade-Level Content
- ▼ Instructional Practices
- ▶ Student Ownership

A blue banner with the text "← STAY IN THE MAIN ROOM" is positioned over the "Grade-Level Content" category. The "Join" buttons for "Culture of Learning", "Instructional Practices", and "Student Ownership" are highlighted with pink boxes. The bottom navigation bar includes icons for Participants, Chat, Share Screen, Record, Breakout Rooms (highlighted with a pink box), and Reactions.

What are potential root causes of this gap?

Consider the problem of practice for this breakout group...

Post possible root causes in the first column by clicking the  icon. What might be contributing or leading to this problem?

Brain dump anything you can think of!



Set conditions for a solution

CS/ET/NT/NN

*If this gap were closed,
what would be the
impact on students?
Teachers? Leaders?*

*What are the top 3-5
criteria for an
appropriate strategy to
respond to this gap?*

PRACTICES Problem-Solving Protocol

that don't give all students the opportunity to make their thinking visible.

If this gap were closed,
what would be the
impact on students?
Teachers? Leaders?

+

What are the top 3-5
criteria for an
appropriate strategy to
respond to this gap?

+

*What strategies might meet the interests of all parties?
(coaches, teachers, students)*

How does each of the proposed strategies meet our established criteria?

What strategies might meet the interests of all parties? Do they meet the established criteria?





Considering your problem of practice, which of these strategies will you employ to improve access to strong instruction? How and when will you implement this strategy?

Capture next steps on tab 9. Consultancy of the [CSI Cohort Workbook](#).

Please return by 11:05 am

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Agenda

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Independent reflection on goals (10 minutes)

10:00

1. Review the school improvement goals you captured in November on *tab 2. Vision & Goals* of the CSI Cohort Workbook.
2. Reflect on progress toward each goal on *tab 10. Reflect on Goals*:
 - What is the **status** of each goal? How do you know?
 - How/to what extent did you **apply learning** from these sessions (on acceleration, grade-level assignments, and strong instruction) to work toward your goals?
 - What **successes** should be celebrated?
 - What are continued **growth areas** for your school?

Respond in the workbook:

Review your goals on tab 2, then reflect on progress		
School	Name	What is the status of each goal on tab 2? How are you progressing?
Adams ES		
Bayard ES		
Benson Magnet HS		
Benson West ES		
Betz ES		
Bryan MS		
Callaway ES		
Central Park ES		
Clinton ES (LPS)		
Field Club ES		
Fontenelle ES		
Liberty ES		

Breakout room discussions (10 minutes)

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1. What **successes** did you have this year in terms of your school improvement goals and learning acceleration?
2. What did you do (or not do) as a **leader/coach** to contributed to these successes?
3. What **challenges** did you face this year in terms of your school improvement goals and learning acceleration?
4. What did you do (or not do) as a **leader/coach** that contributed to these challenges?

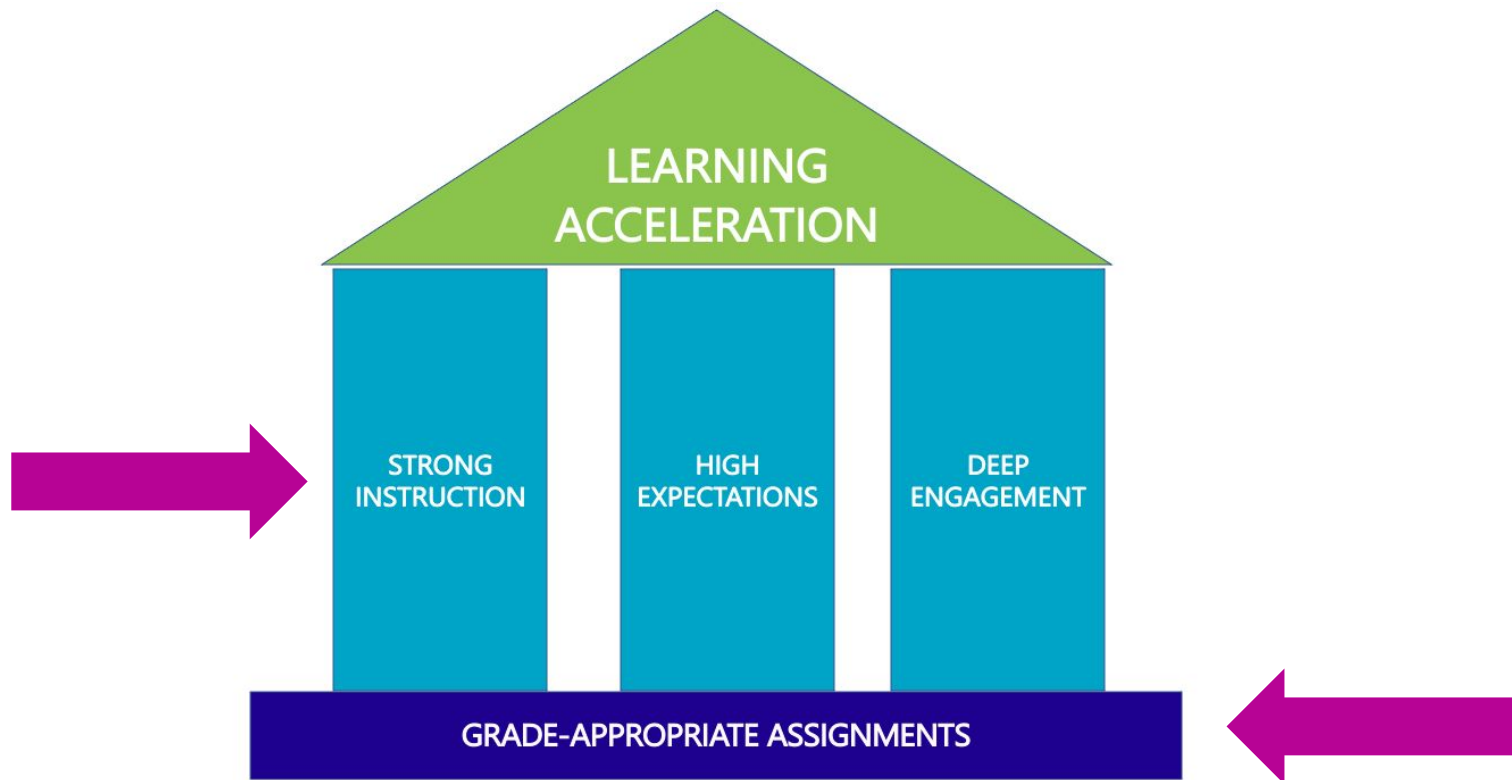
Agenda

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Framing the conversation

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Breakout room discussions (10 minutes)

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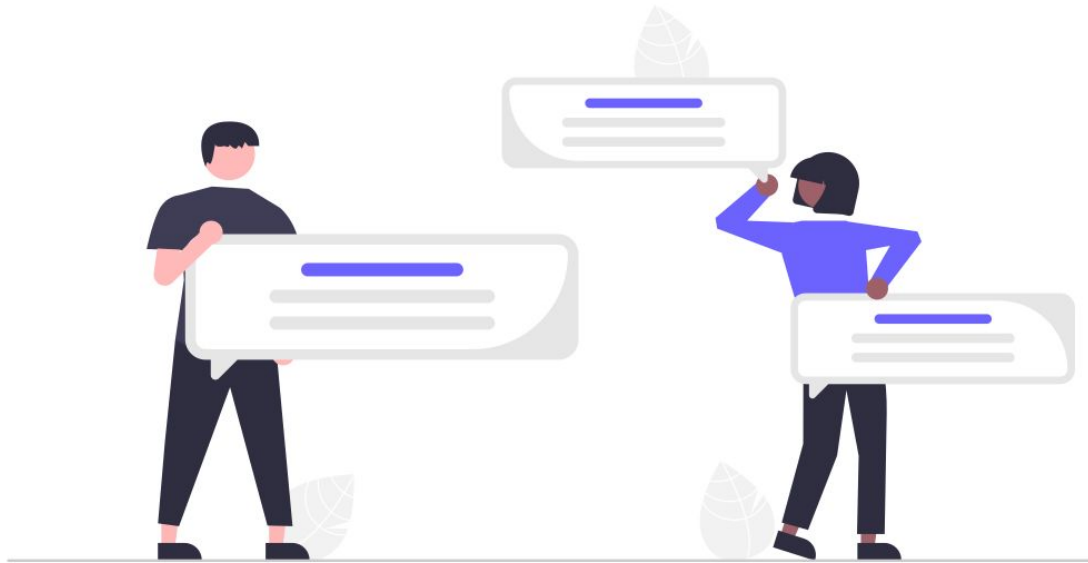
Considering your lessons learned... What will you *KEEP* doing, *START* doing, and *STOP* doing next school year?

Capture notes on tab 11. Keep/Start/Stop of the CSI Cohort Workbook.

		KEEP	START	STOP
Group 1: ES Callaway ES, Bayard ES, Betz ES	Professional Learning for teachers to to build capacity for learning acceleration	Topics for school-wide PL, instructional priorities, etc.		
	Planning Support for teachers to increase students' access to grade-level assignments	Structures to give feedback on plans, planning/internalization meetings, etc.		
	Coaching Support for teachers to increase students' access to strong instruction	Observation/debrief cycles, tools used for walkthroughs, etc.		

Whole group share-out (7 minutes)

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Now what with CSI designations?

- All current CSI schools will be eligible to exit in the Fall of 2022 (using 21-22 data)
 - Exit Criteria:
 - Not be re-identified, AND
 - Not be in **lowest 10%** (changed from 25%) of Title I schools across first filter, AND
 - Make “significant” progress across all indicators
 - Indicators used in exit criteria
 - Status in ELA/Math
 - Progress towards English Proficiency
 - Growth
 - Graduation rates (for HS)
 - Chronic absenteeism
- Schools that don't exit will engage in a “more rigorous intervention”
 - Create a new plan
 - Revise current plan
 - We will be working with TNTP to determine supports for this group
 - Determine if an alternative administrative structure is needed
- Use of current funds
- CSI 2018-2022 Wrap-up
 - End of year & End of program Survey

Survey & gratitude

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<https://bit.ly/csicohort>

THANK YOU